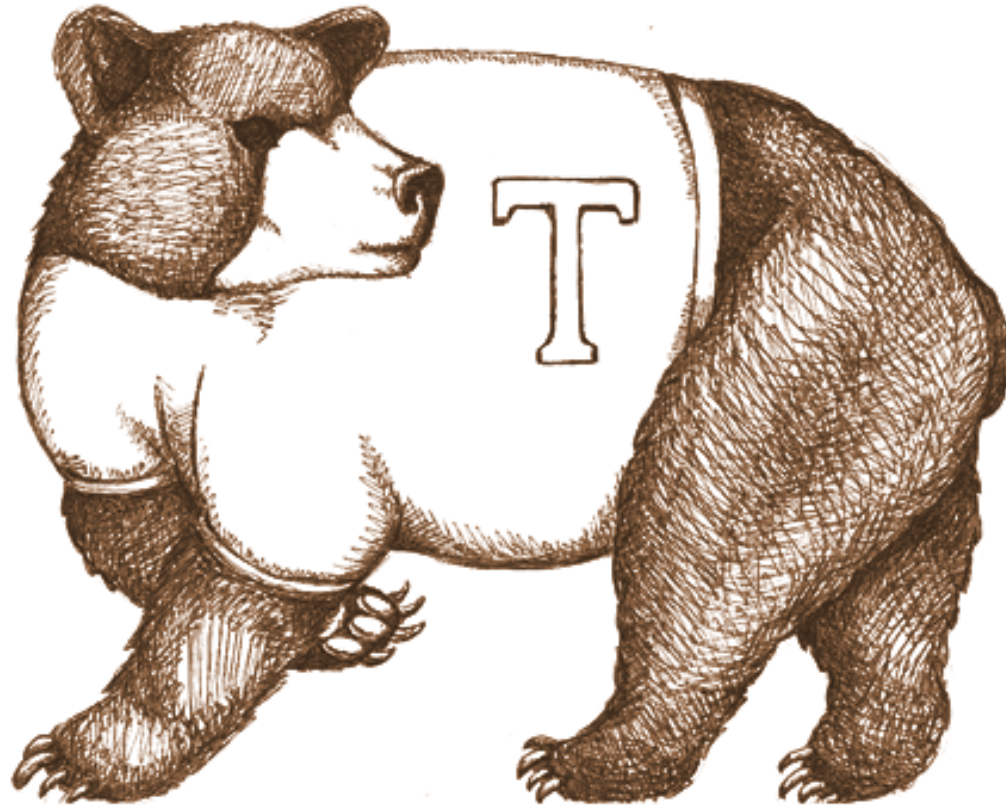


# Thomaston Public Schools

*Educate ~ Challenge ~ Inspire*



## District Strategic Improvement Plan 2021-22 Goals and Action Steps

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## **About Thomaston Public School's Strategic Improvement Plan**

Thomaston Public schools strives for the strategic improvement of teaching and learning. Through the development of a Strategic Improvement Plan, the district articulates broad objectives focused on increasing student achievement and strategically develops specific, annual, data-driven goals and action plans in pursuit of these objectives. The district's improvement plan is aligned to the district's mission statement and reflective of the district's core beliefs. The objectives, goals, and actions within the plan correlate with the district's theory of action and provide a critical, guiding lens through which important decisions are considered, including personnel development, resource allocation, and budget formulation.

Thomaston's Strategic Improvement Plan has been developed based on input from key district stakeholders, including faculty and staff. The plan is designed to be continually revisited and revised as objectives are pursued and annual goals and action steps both developed and accomplished. It is the intent of the district in enacting this plan to strengthen coherence across the district through common district objectives, goals and action steps towards which schools, departments, administrators, and teachers develop and align their own specific plans for strategic improvement.

Strategic Improvement Plan authors:

- Francine Coss - Superintendent of Schools
- John Perrucci - Principal, Thomaston High School
- Gianni Perugini - Assistant Principal, Thomaston High School
- Kristin Bernier - Principal, Thomaston Center School
- Jonathan Kozlak - Principal, Black Rock School
- Andrea Peters - Director of Pupil Services
- Jessica Bedosky - Director of Curriculum, Instruction, and Assessment

## **Mission Statement - Thomaston Public Schools**

In a partnership of family, school and community, our mission is to educate, challenge and inspire each individual to excel and become a contributing member of society.

## **District Core Beliefs**

Thomaston Public Schools maintains coherence through mindset, systems, and resources. *Mindset* speaks to attitudes and outlooks that define who we are and how we view learning within and across our schools. *Systems* describes the protocols, processes, and policies the district enacts in order to ensure successful teaching and learning outcomes in all settings. *Resources* are those physical and/or quantifiable tools the district makes available to faculty, staff, students, and families in support of our primary aim of achievement for all. In each of these three areas - Mindset, Systems, and Resources - we articulate broad belief statements that together capture the identity and foremost principles of our district.

- **Mindset:** Thomaston is a collaborative community of active learners.
- **Systems:** Thomaston has systems that ensure active and personalized learning for all.
- **Resources:** Thomaston strategically employs resources to ensure active and personalized learning for all.

## **Theory of Action**

At Thomaston Public Schools, we actualize our beliefs through strategic, goal-driven actions. Our Theory of Action assumes that *if* we act and deliver on the conditions expressed below *then* we will achieve the goals we set for our district in advancing the success of all learners.

If we...

- maintain high expectations for every learner as articulated in a comprehensive Pre-K-12 curriculum, reflected in student-centered, active, and personalized approaches to instruction, and measured by diverse and informative assessments;
- provide teachers and staff the ongoing systems and resources necessary to deliver rigorous, standards-aligned, and skill-driven instruction through which learners are afforded authentic experiences and clear, consistent feedback;
- maintain our schools as safe, inspiring, collaborative spaces in which teachers and students have access to 21st century resources, technologies, systems, and learning processes,
- and create strong, collaborative partnerships with families and communities in support of district beliefs, goals, and initiatives,

...then we can ensure success-without-limits for every student of Thomaston public schools.

### **Key Terms: Objectives, Goals, and Action Steps**

On the following pages are the broad objectives, specific goals, and strategic actions the district will pursue during the 2021-2022 school year. Objectives, goals, and action steps are developed within district coherence domains of *mindset*, *systems*, and *resources* and reflect the intent of our district's mission statement, which is to *educate*, *challenge*, and *inspire* to excellence all members of our learning community.

Objectives: Broad commitments the district maintains towards the advancement of student achievement and wellbeing.

Goals: Data-driven, quantifiable and measurable aims the district establishes towards fulfillment of established objectives.

Action Steps: Responsibilities, tasks and duties ascribed to specific personnel with attached measure of evaluation and timeline.

# Thomaston Public Schools

## District Improvement Objectives, Goals, and Actions

### I. District Objective: Improve Students' Abilities to Problem Solve and Think Critically

**District Goal: All students will demonstrate growth on mandated standardized mathematics assessments.**

Action Steps	Resources Needed	Person(s) Responsible	Evaluation Measure	Evidence of Success	Timeline	
					Start Date	End Date
Update school-specific <u>Look For</u> forms	<ul style="list-style-type: none"> <li>Team, School, District meeting time</li> </ul>	Administrative Team	Production of District Definition and Grade-Level Expectations	Updated "Look For" Google Forms	Aug 2, 2021	Sept 2, 2021
Implement classroom "Look For" based on district definition and GLE's for critical thinking and problem solving Implement co-teaching "Look For" based on SERC checklist	<ul style="list-style-type: none"> <li>Administrator meeting time</li> <li>District definition and GLE's for Critical Thinking and Problem Solving</li> <li>SERC resources</li> </ul>	Administrative Team	<ul style="list-style-type: none"> <li>Production of Look Fors</li> <li>Implementation via Classroom Visits (incl. co-visits)</li> <li>Monthly Look-For Data</li> </ul>	Data from the "Look For" Google Forms Data from Co-teaching "Look For" Google Forms	Sept 1, 2021	June 14, 2022
Conduct bi-monthly data review of "Look For" findings within and across each building. Create strategic response measures based on data findings	<ul style="list-style-type: none"> <li>Off-Week Administrator Meeting Time</li> <li>Look-For Data</li> </ul>	Administrative Team	<ul style="list-style-type: none"> <li>Look-For Data</li> <li>Analysis Meeting Minutes</li> <li>Response Plans</li> </ul>	Growth Feedback to teachers generated from "Look For".	Sept 1, 2021	June 14, 2022
Continue Instructional Rounds across all buildings (quarterly) with focus on GLE's for critical thinking and problem solving	<ul style="list-style-type: none"> <li>Instructional Rounds forms</li> <li>Instructional Rounds Data</li> </ul>	Instructional Rounds team	Instructional Rounds	Growth Feedback to teachers generated from Instructional Rounds data.	Sept 1, 2021	June 14, 2022
Coach teachers to ensure IAGD measures within TEVAL align with district GLE's for critical thinking and problem solving	<ul style="list-style-type: none"> <li>Goal-setting conference questions in EdReflect</li> <li>GLE's for critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Administrative Team</li> <li>Instructional Coaches (TCS and BRS)</li> </ul>	Approved of TEVAL IAGD measures	SLO's are aligned to building level goals	Sept 1, 2021	Nov 15, 2021

**II. District Objective: Create a positive learning environment that supports and supplements high quality teaching and learning.**

**District Goal: *Develop an infrastructure to build student and staff agency.***

Action Step	Resources Needed	Person(s) Responsible	Evaluation Measure	Evidence of Success	Timeline	
					Start Date	End Date
Continue a district-wide Social Emotional Learning/Wellbeing committee composed of community stakeholders.	<ul style="list-style-type: none"> <li>Quarterly Meeting times</li> <li>Committee Members</li> <li>Regional Workshops (EdAdvance)</li> </ul>	<ul style="list-style-type: none"> <li>Director of Curriculum, Instruction and Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Student Surveys</li> <li>Social, Emotional Learning Policy/ Framework</li> </ul>	Increased SEL/RULER activities in classrooms and in school wide events.	Sept 1, 2021	June 14, 2022
<p>Convene bi-weekly building-level Attendance Review Council to analyze attendance data and plan intervention.</p> <p>Convene bi- monthly (once per Marking Period) District Attendance Review Board to analyze and respond to student attendance/chronic absenteeism</p>	<ul style="list-style-type: none"> <li>Meeting time</li> <li>Accurate attendance data via coding</li> <li>Data-reporting protocols</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Attendance Review Council</li> <li>Thomaston High School Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>ARC meeting minutes</li> <li>District Attendance Review Board meeting minutes</li> </ul>	Improved attendance by 10% as measured by specific school data.	Sept 1, 2021	June 14, 2022
Implement positive intervention for academic and behavioral success	<ul style="list-style-type: none"> <li>Marzano Academies</li> <li>School-based SRBI programs</li> </ul>	Teachers, Administrators, School Counselors, Support Staff	Student Records (attendance, discipline, participation in clubs/activities)	Reduce Chronic Absenteeism, reduce disciplinary referrals by 10%, and a higher percentage of students participating in assessments. Standardized assessments require a 95% participation rate.	Sept 1, 2021	June 14, 2022

# Black Rock School

## School Improvement Goals and Actions

### I. District Objective: Improve Students’ Abilities to Problem Solve and Think Critically

**District Goal: All students will demonstrate growth on standardized mathematics assessments.**

Action Steps	Resources Needed	Person(s) Responsible	Evaluation Measure	Evidence of Success	Timeline	
					Start Date	End Date
Continue to create and implement mathematics lessons that facilitate critical thinking and problem solving, as well as basic skill acquisition in alignment with Ready Math	<ul style="list-style-type: none"> <li>● Team meetings</li> <li>● Common prep time</li> <li>● After school curriculum and planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Director of Curriculum, Instruction and Assessment</li> <li>● Certified Staff</li> <li>● Instructional Coaches</li> <li>● Principal</li> <li>● Certified Staff</li> </ul>	<ul style="list-style-type: none"> <li>● Observations               <ul style="list-style-type: none"> <li>○ Use of instructional look fors</li> <li>○ Instructional Rounds Data</li> </ul> </li> <li>● Growth Scores on IReady assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Principal will complete a minimum of 10 look-for visits in each classroom.</li> <li>● Instructional Rounds “problems of practice” will be identified based on data from look-for visits.</li> <li>● 60% of Black Rock School students will attain growth scores on the Mathematics IReady assessment in May, 2022</li> </ul>	Sept 1, 2021	June 14, 2022
Hold bi-weekly meetings with interventionists and instructional coaches (during team meeting time) to analyze student work and provide instructional strategies for the purpose of: <ul style="list-style-type: none"> <li>● Providing targeted individualized interventions for students not meeting proficiency</li> <li>● Creating classrooms lessons targeted to standards and aligned with curriculum, which include critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>● Team Meetings</li> <li>● Building schedule that allows appropriate service providers to collaborate with teams.</li> <li>● Curricular documents</li> </ul>	<ul style="list-style-type: none"> <li>● Certified Staff</li> <li>● Interventionists</li> <li>● Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>● Team Observation</li> <li>● Attainment of Growth Scores on the Mathematics IReady assessment</li> <li>● Evidence of problem solving and critical thinking in look for observation data</li> </ul>	<ul style="list-style-type: none"> <li>● 60% of Black Rock School students will attain growth scores on the Mathematics IReady assessment in May 2022</li> </ul>	Sept 1, 2021	June 14, 2022

**II. District Objective: Create a positive learning environment that supports and supplements high quality teaching and learning.**

**District Goal: *Develop an infrastructure to build student and staff agency***

Action Steps	Resources Needed	Person(s) Responsible	Evaluation Measure	Evidence of Success	Timeline	
					Start Date	End Date
<p>Schoolwide SEL Program:</p> <ul style="list-style-type: none"> <li>● Schoolwide “Town Hall” meetings each month</li> <li>● Monthly classroom lessons based on schoolwide SEL themes</li> <li>● All staff members will embed SEL and/or RULER themes into interactions with students</li> </ul>	<ul style="list-style-type: none"> <li>● Time:                             <ul style="list-style-type: none"> <li>○ Building schedule will include Town Hall assemblies</li> </ul> </li> <li>● Resources:                             <ul style="list-style-type: none"> <li>○ School Social Worker and Guidance Counselor will have access to appropriate SEL resources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● School Social Worker</li> <li>● Guidance Counselor</li> <li>● School Climate Committee</li> <li>● All Faculty Members</li> </ul>	<ul style="list-style-type: none"> <li>● Observation of staff and students</li> <li>● Students well-being surveys</li> </ul>	Completion of action steps	Sept 1, 2021	June 14, 2022
Improve student attendance	<ul style="list-style-type: none"> <li>● Time:                             <ul style="list-style-type: none"> <li>○ School Attendance Committee Meetings</li> </ul> </li> <li>● Resources:                             <ul style="list-style-type: none"> <li>○ Powerschool</li> <li>○ District Attendance Review Board (DARD)</li> </ul> </li> </ul>	Principal, School Nurse, School Social Worker	Decrease in percentage of students meeting the criteria for chronic absenteeism.	Less than 15% of Black Rock School students will meet the criteria as chronically absent.	Sept 1, 2021	June 14, 2022

# Thomaston Center School

## School Improvement Goals and Actions

### I. District Objective: Improve Students’ Abilities to Problem Solve and Think Critically

**District Goal: All students will demonstrate growth on standardized mathematics assessments.**

Action Steps	Resources Needed	Person(s) Responsible	Evaluation Measure	Evidence of Success	Timeline	
					Start Date	End Date
Continue to create and implement mathematics lessons that facilitate critical thinking and problem solving, as well as basic skill acquisition in alignment with Ready Math and Smarter Balance	<ul style="list-style-type: none"> <li>● Team meetings</li> <li>● Department meeting times</li> <li>● After school curriculum and planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Director of Curriculum, Instruction and Assessment</li> <li>● Certified Staff</li> <li>● Instructional Coaches</li> <li>● Principal</li> <li>● Certified Staff</li> </ul>	<ul style="list-style-type: none"> <li>● Observations               <ul style="list-style-type: none"> <li>○ Use of instructional look fors</li> <li>○ Instructional Rounds Data</li> </ul> </li> <li>● Growth Scores on IReady assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Principal will complete a minimum of 10 look-for visits in each classroom.</li> <li>● Instructional Rounds “problems of practice” will be identified based on data from look-for visits</li> <li>● A 5% increase in students meeting proficiency on the spring 2022 mathematics SBA in each grade level</li> </ul>	Sept 1, 2021	June 14, 2022



<p>Hold bi-weekly meetings with interventionists and instructional coaches (during team meeting time) to analyze student work and provide instructional strategies for the purpose of:</p> <ul style="list-style-type: none"> <li>● Providing targeted individualized interventions for students not meeting proficiency</li> <li>● Creating classrooms lessons targeted to standards and aligned with curriculum, which include critical thinking and problem solving</li> <li>● Conduct SRBI meetings with the focus on mathematics instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Team Meetings, SRBI meetings</li> <li>● Building schedule that allows appropriate service providers to collaborate with teams</li> <li>● Curricular documents</li> </ul>	<ul style="list-style-type: none"> <li>● Certified Staff</li> <li>● Interventionists</li> <li>● Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>● Team Observation</li> <li>● Attainment of Growth Scores on the Mathematics IReady assessment</li> <li>● Evidence of problem solving and critical thinking in look for observation data</li> </ul>	<p>60% of Thomaston Center School students will attain growth scores on the Mathematics IReady assessment in May 2022</p>	<p>Sept 1, 2021</p>	<p>May 31, 2022</p>
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**II. District Objective: Create a positive learning environment that supports and supplements high quality teaching and learning.**

**District Goal: *Develop an infrastructure to build student and staff agency***

Action Steps	Resources Needed	Person(s) Responsible	Evaluation Measure	Evidence of Success	Timeline	
					Start Date	End Date
<ul style="list-style-type: none"> <li>● Schoolwide SEL Program</li> <li>● Using RULER program</li> <li>● Conduct monthly classroom lessons based on SEL themes and school counseling standards.</li> <li>● Conduct Assemblies focused on SEL themes</li> <li>● All staff members will embed SEL themes into interactions with students</li> </ul>	<ul style="list-style-type: none"> <li>● Time:                             <ul style="list-style-type: none"> <li>○ Building schedule include monthly lessons and assemblies</li> </ul> </li> <li>● Resources:                             <ul style="list-style-type: none"> <li>○ All staff will have access to appropriate SEL resources and RULER training guides</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● School Social Worker</li> <li>● School Counselor</li> <li>● School Climate Committee</li> <li>● All Faculty Members</li> </ul>	<ul style="list-style-type: none"> <li>● Observation of staff and students</li> <li>● Students well-being surveys</li> </ul>	Completion of action steps	Sept 1, 2021	June 14, 2022
Employment of restorative practices	<ul style="list-style-type: none"> <li>● Instructional planning time to conduct circles in class and for mediations</li> </ul>	Certified staff, including school counselor and social worker; Classroom teachers; Principal	Disciplinary referrals records.	A 10% decrease in student disciplinary referrals.	Sept 1, 2021	June 14, 2022

# Thomaston High School

## School Improvement Goals and Actions

### I. District Objective: Improve Students' Abilities to Problem Solve and Think Critically

**District Goal:** All students will demonstrate growth on mandated standardized mathematics assessments.

Action Steps	Resources Needed	Person(s) Responsible	Evaluation Measure	Evidence of Success	Timeline	
					Start Date	End Date
Review school-specific <u>Look For</u> forms	<ul style="list-style-type: none"> <li>• Team time</li> <li>• Revised Look-For Form</li> </ul>	Teachers	All teachers will be familiar with the look-fors.	Teachers engage and contribute in informed conversations during team and faculty meetings biweekly.	Nov 1, 2021	June 14, 2022
Implement critical thinking strategies, as written in the Look Fors, with fidelity	<ul style="list-style-type: none"> <li>• Copy of Look-For form and GLE's</li> <li>• Team time</li> </ul>	Teachers	Critical thinking strategies are incorporated into lesson plans (Look-For form)	Critical thinking strategies are widely used and observable in instructional practice at THS as demonstrated by the Look-For data	Sept 1, 2021	June 14, 2022

<p>Analyze “Look For” data collected each month. Create strategic response measures based on data findings</p>	<ul style="list-style-type: none"> <li>● Look-For data collected from classroom observation</li> <li>● Team time</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers</li> <li>● Administrators</li> </ul>	<p>Classroom observations are conducted regularly</p>	<ul style="list-style-type: none"> <li>● Look-For data are distributed to teachers monthly</li> <li>● Teachers/Teams develop instructional goals based on Look-For data</li> </ul>	<p>Sept 1, 2021</p>	<p>June 14, 2022</p>
<p>Continue Instructional Rounds across all buildings (quarterly) with focus on GLE’s for critical thinking and problem solving</p>	<ul style="list-style-type: none"> <li>● Team Time</li> <li>● Training for new teachers</li> <li>● Refresher for IR committee</li> </ul>	<ul style="list-style-type: none"> <li>● Administrators</li> <li>● Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Instructional Rounds</li> <li>● Problem of Practice is identified and goals set to address areas of weakness.</li> </ul>	<p>Instructional rounds show improvement in the Problem of Practice throughout the year.</p>	<p>Sept 1, 2021</p>	<p>June 14, 2022</p>

**II. District Objective: Create a positive learning environment that supports and supplements high quality teaching and learning.**

**District Goal: *Develop an infrastructure to build student and staff agency.***

Action Step	Resources Needed	Person(s) Responsible	Evaluation Measure	Evidence of Success	Timeline	
					Start Date	End Date
Continue a School-Wide Social Emotional Learning/Wellbeing committee	<ul style="list-style-type: none"> <li>Volunteers to serve on the committee</li> <li>Funding to support potential activities</li> </ul>	<ul style="list-style-type: none"> <li>Asst. Principal</li> <li>Principal</li> <li>Support Staff</li> </ul>	SEL survey	Student results in survey questions related to mental well-being improve by 10%.	Sept 1, 2021	June 14, 2022
<ul style="list-style-type: none"> <li>Convene bi-weekly building-level Attendance Review Council to analyze attendance data and plan intervention</li> <li>Convene bi-monthly (once per Marking Period) District Attendance Review Board to analyze and respond to student attendance/chronic absenteeism</li> </ul>	Attendance Meetings	<ul style="list-style-type: none"> <li>Asst. Principal</li> <li>Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>The committees meet as specified.</li> <li>Interventions developed and implemented with fidelity</li> </ul>	Student attendance (group and/or individual) attendance improves by 10%.	Sept 1, 2021	June 14, 2022
Implement positive intervention for academic and behavioral success	<ul style="list-style-type: none"> <li>Alternatives to traditional discipline</li> </ul>	<ul style="list-style-type: none"> <li>Asst. Principal</li> <li>Support Staff</li> </ul>	Discipline report	10% reduction in disciplinary referrals.	Sept 1, 2021	June 14, 2022